

GCSE

Classical Civilisation

**Unit A353: Community Life in the Classical
World (Foundation Tier)**

Specimen Paper

F

A353(F)

Time: 1 hour

Additional Materials: Answer Booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided in the Answer Booklet.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- There are **two** options in this paper:
Option 1: Sparta
Option 2: Pompeii
- Answer questions from **either** Option 1 **or** Option 2.
- Answer **one** question from Section A and **one** question from Section B of the option that you have studied.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 60.
- You will be awarded marks in Section B for the quality of written communication of your answer.

Option 1: Sparta

Answer **one** question from Section A and **one** question from Section B.

Section A

Answer **one** question from this section.

EITHER

- 1 Read the passage below and then answer **all** the questions that follow.

It was this man who freed them from softness and delicacy by demanding that the maidens, no less than the youths, wore only tunics in processions, and at certain festivals they should dance and sing when young men were present as spectators.

[PLUTARCH]

- (a) Give **two** details of 'this man' referred to in the first line of this passage? [2]
- (b) (i) Give **four** details of what women in Spartan society were expected to do, other than what is referred to in the passage. [4]
- (ii) Say why you think their life was or was not enjoyable. [2]
- (c) Do you think that Spartan women would have thought that they were important to Sparta? Explain your opinions. [7]
- (d) How fair were the opinions of other Greeks about Spartan women and Spartan life?

Your answer should include details of:

- what other Greeks said about Spartan women;
- what other Greeks said about other aspects of Spartan life;
- whether or not these opinions were fair.

[15]

[Total: 30]

OR

2 The passage below refers to the Helots in Sparta.

Read the passage and then answer **all** the questions that follow.

The Spartans made a proclamation to them to choose any who claimed that they had proved themselves excellent fighters for Sparta during wartime. The Spartans then said that they would set them free. They did this as a test, for they believed that those who thought themselves worthy of being set free would be the ones most likely to attack the Spartans.

[THUCYDIDES]

- (a) Give **two** details of how the Spartans originally took control of the Helots. [2]
- (b) (i) Give **four** details of what the Helots were expected to do in Sparta. [4]
- (ii) Say why you think they would or would not have enjoyed their role. [2]
- (c) Give details of how the Spartans treated the Helots badly **and** say why you think the Spartans treated them this way [7]
- (d) In Sparta there were three classes, the Helots, the Periokoi and the Spartan citizens.

Do you think that having these different classes made Sparta successful?

Your answer should include details of:

- who the Periokoi were and what their job was;
- what the Spartan citizens spent their time doing;
- how the Helots fitted in with these classes;
- why you think these classes did or did not make Sparta successful.

[15]

[Total: 30]

[Turn over

Section B

Answer **one** question from this section.

You are reminded that marks are awarded for the quality of written communication of your answer

EITHER

- 3** Do you think that the Spartan system of government allowed all Spartans to play a part in ruling Sparta?

Explain your opinions.

In your answer you might discuss for example:

- the duties of the Kings;
- the duties of the *Ephors*;
- the duties of the *Gerousia*;
- the duties of the *Apella*;
- how they were chosen and how long they were in office;
- how important you think their jobs were.

[30]

OR

- 4** Would you have been proud to be a Spartan warrior in ancient Greece?

Explain your opinions.

In your answer you might discuss for example:

- your appearance;
- how you trained;
- how you fought;
- your loyalty to Sparta;
- any battles that you know about or were involved in.

[30]

Option 2: Pompeii

Answer **one** question from Section 1 **and one** question from Section 2.

Section A.

Answer **one** question from this section.

- 1 Study the passage below and then answer all the questions that follow.

I looked round: a dense black cloud was coming up behind us, spreading over the earth like a flood. 'Let us leave the road while we can still see,' I said, 'or we shall be knocked down and trampled underfoot in the dark by the crowd behind.' We had scarcely sat down to rest when darkness fell, not the dark of a moonless or cloudy night, but as if the lamp had been put out in a closed room.

[PLINY]

- (a) Give **two** details of what was in the 'dense black cloud' (line 1). [2]
- (b) Give **four** other details of what happened when Vesuvius erupted **and** say why you think it would have been a frightening experience for the people of Pompeii. [6]
- (c) Explain why Pompeii was built where it was. [7]
- (d) If you had been the archaeologist Guiseppe Fiorelli, would you have enjoyed excavating the site of Pompeii? Explain your reasons. [15]

[Total: 30]

[Turn over

OR

2 Study the picture below and then answer **all** the questions that follow.



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- (a) Give **two** ways in which this theatre is typical of a Roman theatre. [2]
- (b) Give four details of what it was like sitting and watching play in this theatre **and** say how comfortable you think the audience would have been. [6]
- (c) If you had been watching a Roman comedy, what would you have found funny? [7]
- (d) Do you think the people of ancient Pompeii would have found lots of ways to relax in the town? [15]

[Total: 30]

Section B

Answer **one** question from this section.

You are reminded that marks are rewarded for the quality of written communication of your answer

EITHER

- 3** Imagine that you are a citizen of Pompeii taking visitors to Pompeii around the Forum. What buildings would you want them to know about and why would you choose these buildings? Explain your choices.

In your answer you might discuss for example:

- buildings associated with trade;
- religious buildings;
- the Basilica;
- offices;
- government buildings.

[30]

OR

- 4** Of the houses you have studied in ancient Pompeii, which one would you have preferred to live in? Explain your opinions

In your answer you might discuss for example:

- its size;
- the different rooms;
- the plan of the house;
- gardens;
- how it gets light and air;
- the facilities that it has;
- how it is decorated;
- why you prefer it to the other houses you have studied.

[30]

Paper Total [60]

[Turn over]

Copyright Acknowledgements:

Sources

Lines translated from Plutarch, *Life of Lycourgos*

Thucydides, *The History of the Peloponnesian War*, translated by Rex Warner with an introduction by M. I. Finley, Penguin 1972, book 4, 80

The Letters of the Younger Pliny, translated with an introduction by Betty Radice, Penguin 1969, book VI 20

The ruins of Pompeii, Italy. © Wolfgang Schoenfeld. www.istockphoto.com

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Unit A353: Community Life in the Classical World
(Foundation Tier)

Specimen Mark Scheme

The maximum mark for this paper is 60.

SPECIMEN

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
	<p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p>	
1	Read the passage below and then answer all the questions that follow.	
(a)	<p>Give <u>two</u> details of 'this man' referred to in the first line of this passage?</p> <p>Answers should include any two accurate details:</p> <ul style="list-style-type: none"> • Lycourgos • law-giver • King • established the education system. 	<p>[2]</p> <p>AO1:2</p>
(b)(i)	<p>Give <u>four</u> details of what women in Spartan society were expected to do, other than what is referred to in the passage.</p> <p>Answers should include four details:</p> <ul style="list-style-type: none"> • intensive physical training: wrestling, running, throwing javelin • avoid bodily adornment (cosmetics, jewellery, even clothing, etc) • no weaving and spinning wool • marry • sleep with other men • produce children • aid war effort • supervise land • and helot slave force • give up sons to state. 	<p>[4]</p> <p>AO1:4</p>
(b)(ii)	<p>Say why you think their life was or was not enjoyable.</p> <p>Answers should comment on how enjoyable life was. They can say it was or was not enjoyable, but either way the opinion should be supported with a reason.</p>	<p>[2]</p> <p>AO2:2</p>
(c)	<p>Do you think that Spartan women would have thought that they were important to Sparta? Explain your opinions.</p> <p>Answers may refer back to aspects of women's role mentioned in (b), which can be credited but only if they expand on the basic point and relate the roles to importance.</p>	<p>[7]</p> <p>AO1:2</p>

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
1(c) Cont'd	<p>Answers should demonstrate understanding of the roles they have described.</p> <ul style="list-style-type: none"> • They may well bring in comparisons with women in other states as indicated by sources, • and this should be credited where it is relevant to the question. <p>Answers should briefly evaluate whether or not Spartan women would have thought they were important to Sparta.</p> <p>They are free to argue either way but their opinion should be supported by their knowledge and understanding of the roles of women.</p>	AO2:3
(d)	<p>The marking grid should be used to mark question 1(d).</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>How fair were the opinions of other Greeks about Spartan women and Spartan life?</p> <p>Your answer should include details of:</p> <ul style="list-style-type: none"> • what other Greeks said about Spartan women; • what other Greeks said about other aspects of Spartan life; • whether or not these opinions were fair. <p>Answers should include factual details of sources:</p> <p>women often portrayed, particularly in Aristophanes and others as:</p> <ul style="list-style-type: none"> • promiscuous, • immoral, • butch, • but beautiful and good nurses. <p>Thucydides</p> <ul style="list-style-type: none"> • admired Sparta's austerity, or its '<i>eunomia</i>' or 'good order'. <p>Xenophon</p> <ul style="list-style-type: none"> • admired Sparta for its military prowess • praised the modesty and obedience of Spartan youth • acknowledged the rationale for Spartan education: good soldiers • enjoyed the fact that youth had respect for their elders and rulers. <p>Aristotle was critical of Sparta:</p> <ul style="list-style-type: none"> • they should not have kept helots while they had hostile neighbours • women had too much freedom: they dominated their men • women's land ownership reduced the number of full (male) citizens • the Spartans' concern with war left them with nothing after battle 	AO3:2
		AO1:5

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
1(d) Cont'd	<ul style="list-style-type: none"> • but as a political man Aristotle was most critical of the system of government referring to it as outdated and ill conceived – rarely acknowledging its success, hardly surprising as an Athenian • on the other hand Aristotle praises Sparta as a good example of centralized public education • nevertheless, the Spartan system was ill-focused: • the Spartan constitution and system of education were established "with a view to conquest and war." -aims lacking nobility: Sparta lost its empire as it lost the noble life. • Aristotle supposedly believes in an education designed for free and noble ends so he sees Sparta as losing her empire as she lost her nobility. <p>Plutarch:</p> <ul style="list-style-type: none"> • much later • was a biographer and more interested in character traits rather than historical accuracy • choosing examples of good and bad characters to the cost of social/economic considerations • given this, his sources would be somewhat unreliable. <p>Answers should demonstrate understanding of the different values of sources:</p> <ul style="list-style-type: none"> • the Spartans themselves were reluctant to disclose information to outsiders • hence an air of mystery developed about Spartan society • this lack of accurate information did not stop writers giving their accounts of Spartan life • some writers were not discouraged by the lack of first-hand evidence about the Spartans • they simply wrote 'creatively' about the Spartans • not only was myth (or inaccuracy) established • but it was perpetuated as successive writers built on the inaccuracies of previous writers. <p>Answers should include evaluation of fairness:</p> <ul style="list-style-type: none"> • varied discussion with some understanding of Spartan attitudes to non-Spartans, • Sparta's isolationism • and the attitudes of other Greeks towards Sparta • thus the nature and limitations of the evidence • use of any of the above relating it to knowledge thus assessing the fairness of criticisms. 	<p>AO2:5</p> <p>AO3:5</p>

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
2	<p>The passage below refers to the Helots in Sparta.</p> <p>Read the passage and then answer all the questions that follow.</p>	
(a)	<p>Give <u>two</u> details of how the Spartans originally took control of the Helots</p> <p>Answers should include any two accurate details:</p> <ul style="list-style-type: none"> enslaved by Spartans in their own homeland Spartans invaded Messenia (Eurotas valley) barbaric treatment 	<p>[2]</p> <p>AO1:2</p>
(b)(i)	<p>Give <u>four</u> details of what the Helots were expected to do in Sparta</p> <p>Answers should include four details:</p> <ul style="list-style-type: none"> produced the food tended the land allowed to live on their own owned by State as a whole not individuals duties as farmers, military batman or servant. 	<p>[4]</p> <p>AO1:4</p>
(b)(ii)	<p>Say why you think they would or would not have enjoyed their roles.</p> <p>Answers should demonstrate understanding of nature of life for helots in Sparta.</p>	<p>[2]</p> <p>AO2:2</p>
(c)	<p>Give details of how the Spartans treated the Helots badly <u>and</u> say why you think the Spartans treated them this way.</p> <p>Answers should include details of how the helots were treated:</p> <ul style="list-style-type: none"> used them as examples for young men hunted them executed leaders not trained but sometimes had to fight, deliberately made to get drunk and look foolish some publicly beaten Spartan krypteia (secret police) <p>Answers should demonstrate understanding of why the Spartans treated them like this:</p> <ul style="list-style-type: none"> not trained but sometimes had to fight - allowing Spartan men to go about their business of preparing for war/training etc deliberately made to get drunk and look foolish - so Spartan children would be warned off drink some publicly beaten - to ensure submission of rest Spartan krypteia (secret police) - to keep them in fear and subjection. 	<p>[7]</p> <p>AO1:2</p> <p>AO2:3</p>

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
2(c) Cont'd	<p>Answers should link knowledge and understanding of the treatment of the need for control and broader aspects of Spartan life:</p> <ul style="list-style-type: none"> regarded as enemies of the State and far out-numbered the Spartans once the policy had been to enslave the Messenians/ Helots in own country there could be no other option perhaps Spartan system put the needs of the state above the individual, whether that individual was a Spartan citizen or a Helot. 	AO3:2
(d)	<p>The marking grid should be used to mark question 2(d).</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>In Sparta there were three classes, the Helots, the Periokoi and the Spartan citizens.</p> <p>Do you think that having these different classes made Sparta successful?</p> <p>Your answer should included details of:</p> <ul style="list-style-type: none"> who the Periokoi were and what their job was; what the Spartan citizens spent their time doing; how the Helots fitted in with these classes; why you think these classes did or did not make Sparta successful. <p>Answers should include factual details about the different aspects of the Spartan social system:</p> <p>The Perioikoi:</p> <ul style="list-style-type: none"> each town governed itself but no independence about war or foreign policy they made clothing, shoes, furniture and sold this to the Spartans a few were farmers <p>The Spartan citizens:</p> <ul style="list-style-type: none"> son of Spartan mother and father brought up with discipline member of dining or mess club (syssition). up-bringing away from women and family great uniform but harsh chance of dying freedom in sexual partners. 	[15]
		AO1:5

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
2(d) Cont'd	<p>Answers should demonstrate understanding about the different roles within that society.</p> <p>Perioikoi:</p> <ul style="list-style-type: none"> • their function was to provide craftsmen, tradesmen and manufacturers • contracts reasonable and there is no evidence of suppression • to this extent they benefited <p>Spartan citizens:</p> <ul style="list-style-type: none"> • their function was to be soldiers • everything for Sparta and their comrades • helots and perioikoi meant that they did not have to work to support themselves and so had freedom to train • lifestyle meant they developed camaraderie • they were honoured and had reputations as warriors • chance of dying 	AO2:5
	<p>Answers should evaluate whether the different classes in the Spartan social system did make Sparta successful.</p> <p>Answers should provide evaluation based on the focus and priorities of the Spartan social system:</p> <ul style="list-style-type: none"> • given the priorities of the system they will probably argue that the classes with their different roles and responsibilities did make the system a success • though they may look at negatives, such as the reliance on a subjugated population that far outnumbered them. • answers may make reference to material used in the discussion of helots from the previous question, which is acceptable as long as it is included as part a point about the Spartan social system with reference to its contribution to Spartan success. 	AO3:5

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
3	<p>The marking grid should be used to mark questions 3 and 4. The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Do you think that the Spartan system of government allowed all Spartans to play a part in ruling Sparta? Explain your opinions. In your answer you might discuss for example:</p> <ul style="list-style-type: none"> • the duties of the Kings; • the duties of the Ephors; • the duties of the Gerousia; • the duties of the Apella; • how they were chosen and how long they were in office; • how important you think their jobs were. <p>Answers should include factual details about Spartan government:</p> <p>Kings:</p> <ul style="list-style-type: none"> • Two kings • hereditary families • acted as judges or priests in city • but main duties as commanders in war. <p>Ephors:</p> <ul style="list-style-type: none"> • there were five each year, one of whom may have given his name to the year. • it appears no one was <i>ephor</i> more than once. • the <i>ephors</i> could influence the king • summon the assembly and the <i>gerousia</i> • they had judicial and punitive powers • and could bring other officials to trial and sentence non-Spartiates to death. • they supervised military life and received booty. <p>Gerousia:</p> <ul style="list-style-type: none"> • the <i>Gerousia</i> was a body of old men from noble families who were appointed (supposedly, because of their virtue) by the Apella for life • this council was composed of the two kings plus 28 Spartiates past 60 • the <i>Gerousia</i> presented matters to the Apella • gave advice, • and tried criminals. 	[30]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
3 Cont'd	<p><i>Apella (Ecclesia):</i></p> <ul style="list-style-type: none"> the Spartan Assembly or Ecclesia was restricted to Spartiate men over 30 who met when summoned by the <i>Ephors</i> or <i>Gerousia</i> speeches were made by kings, the elders, and <i>ephors</i> they could only vote yes or no if "crooked" their vote could be vetoed by the <i>Gerousia</i>. 	AO1:8
	<p>Answers should demonstrate understanding of the different responsibilities (as shown above) and the system of counterbalance:</p> <ul style="list-style-type: none"> each part of the system provided a check on other parts no one part was above the control of at least one other part all the parts of the system had a different role and worked together as one whole. <p>This explanation is likely to be included with the description of the roles of the different parts.</p>	AO2:8
	<p>Answers should include evaluation of effect upon the control of Spartan society:</p> <ul style="list-style-type: none"> discussion should be based around the interplay of the various sections answers may argue that one group had more power than another, but should see how all the parts interrelated evaluation should be based on the information and explanation given above. 	AO3:14

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
4	<p>Would you have been proud to be a Spartan warrior in ancient Greece?</p> <p>Explain your opinions.</p> <p>In your answer you might discuss for example:</p> <ul style="list-style-type: none"> • your appearance; • how you trained; • how you fought; • your loyalty to Sparta; • any battles that you know about or were involved in. <p>Answers should include accurate factual about Spartan soldiers and of battles Sparta was involved in.</p> <p>Answers are likely to describe what happened at Thermopylae, the main details are as follows:</p> <ul style="list-style-type: none"> • Xerxes sent heralds asking the Spartans to give up their arms. The answer from Leonidas was "<i>come and take them</i>" • a Spartan, who was told about the great number of Persian soldiers, who with their arrows will conceal the sun, answered: "<i>so much the better, we will fight in the shade</i>" • Xerxes attacked but without any results and with heavy losses. • he then ordered his personal guard the "<i>Immortals</i>" under Hydarnes, a body of ten thousand consisting of the best Persian soldiers, to advance. They also failed • Leonidas fell upon the Persians in their next attack. Thousands of them were killed, the rest were driven near the sea • but when the Spartan spears broke, they started having losses and one of the first that fell was king Leonidas • around his body one of the fiercest battles took place. Four times the Persians attacked to obtain it and four times they were driven off • at the end, the Spartans exhausted and wounded, carrying the body of Leonidas, retired behind the wall, but they were surrounded by the enemy who killed them with arrows • the Spartans had had the opportunity to retire from the place but refused. They fought together and died together <p>Answers may give details of their dress:</p> <ul style="list-style-type: none"> • plumed helmet • red cloak • emblem on shield and armour • bronze body armour, helmets, bronze shin guards • all carried shields. <p>Answers may give details of weapons:</p> <ul style="list-style-type: none"> • their primary weapons were a short sword for close-quarter fighting, • and the weapon that became the trademark of the phalanx, an 8-15 foot long spear. 	[30]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
4 Cont'd	<p>Answers may include detail of tactics:</p> <ul style="list-style-type: none"> the phalanx formation: shield covering the right side of a comrade they advanced in formation, jabbing with a spear and possibly then reverting to short sword designed for close quarter fighting. Spartans have been known to feign retreat and then turn in formation. <p>Answers may include details of training:</p> <ul style="list-style-type: none"> training was very much a practice for such fights as well as the dance routines that formed part of the process of training soldiers to move in unison as part of the phalanx. 	AO1:8
	<p>Answers should demonstrate understanding of the different aspects of motivation of the Spartan soldier:</p> <ul style="list-style-type: none"> Thermopylae as an illustration of pride in their devotion to the state and desire for military glory the organisation of the army and the way the messes and living communally brought about a camaraderie and unity of purpose see this as being reinforced by values such as physical strength, obedience, independence and self-reliance. the concept of the phalanx as evidence of the Spartan concept that battles should be quick, bloody, and decisive. that Spartans did not want to spend a long time on a military campaign, as most of the soldiers had to be home in time for harvest. as a result, the Spartans were inexperienced at the concept of siege craft and fortification. 	AO2:8
	<p>Answers should include evaluation of sense of pride in line with the ethos of Sparta:</p> <ul style="list-style-type: none"> answers should conclude whether or not they would have been proud to be a soldier, but this must be linked to Spartan life and values they might discuss how the Spartan system of education and living prepared boys to be soldiers, and that a Spartan citizen would not have expected to be anything else they might discuss the emphasis placed on military glory by Spartan society. <p>Answers should support any evaluation with reference to the evidence and understanding that they have included.</p>	AO3:14
		[30]

Option 2: Pompeii		
Section A		
Question number	Answer	Max Mark
	<p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p>	
1	<p>Study the passage below and then answer all the questions that follow.</p>	
(a)	<p>Give <u>two</u> details of what was in the 'dense black cloud' (line 1).</p> <p>Answers should give any two details from:</p> <ul style="list-style-type: none"> • ash • dust • smoke • lapilli. 	<p>[2]</p> <p>AO1:2</p>
(b)	<p>Give <u>four</u> other details of what happened when Vesuvius erupted <u>and</u> say why you think it would have been a frightening experience for the people of Pompeii.</p> <p>Answers should include four details (other than those given in answer to question 1(a)), such as:</p> <ul style="list-style-type: none"> • earthquakes • debris flung into air • raining dust/ and stones • sun blocked out • fumes in the air • pyroclastic surge • some people fled Pompeii • others stayed. <p>Candidates may refer to details of Pliny's account:</p> <ul style="list-style-type: none"> • Its shape by likening it to a pine tree • rose into the sky on a very long "trunk" • from which "branches" spread sideways • some of the cloud was white • there were dark patches of dirt and ash • ash was falling • then bits of pumice and rocks • that were blackened and burned • and shattered by the fire • debris from the mountain blocked the shore • sheets of flame were lighting up many parts of Vesuvius 	<p>[6]</p>

Option 2: Pompeii		
Section A		
Question Number	Answer	Max Mark
1(b) Cont'd	<ul style="list-style-type: none"> • strong tremors and • dust filled the air. <p>Answers should also give a reasonable explanation of why the eruption would have been frightening for the people of Pompeii.</p>	AO1:4 AO2:2
(c)	<p>Explain why Pompeii was built where it was.</p> <p>Answers should include details about where it was built:</p> <ul style="list-style-type: none"> • in the bay of Naples • on the coast • on a flat ridge • near Vesuvius • Sarno <p>Answers should demonstrate understanding of the features:</p> <ul style="list-style-type: none"> • main North-South trade route/ Sarno • water supply and sea provided export on water as opposed to land • site was defensible • irrigation • good agricultural climate <p>Answers should include why these features and reasons made it a good place to build:</p> <ul style="list-style-type: none"> • good prospects for trade • good prospects for farming and fishing • site would be secure as could be defended 	[7] AO1:2 AO2:3 AO3:2
(d)	<p>The marking grid should be used to mark question 1(d). The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>If you had been the archaeologist Guiseppe Fiorelli, would you have enjoyed excavating the site of Pompeii? Explain your reasons.</p> <p>Answers should include factual details of the actions of Fiorelli. Fiorelli will most likely be discussed for his innovations:</p> <ul style="list-style-type: none"> • regions • numbering insulae • doorways • artefacts in Naples museum • replicas in place • finds recorded • nothing removed for personal collections • less destruction due to new techniques, ie: moving debris from site altogether • the plaster casts. 	[15] AO1:5

Option 2: Pompeii		
Section A		
Question Number	Answer	Max Mark
	<p>Answers should demonstrate understanding of the importance of these, in terms of the site of Pompeii and archaeology.</p> <p>Answers should evaluate the appeal of what he achieved.</p> <p>They should assess the kinds of things he might have enjoyed doing and what he then did, with reference to the actions and understanding given above.</p>	<p>AO2:5</p> <p>AO3:5</p>
<p>2</p> <p>(a)</p>	<p>Study the picture below and then answer <u>all</u> the questions that follow.</p> <p>Give <u>two</u> ways in which this theatre is typical of a Roman theatre.</p> <p>Answers should include two details from the following:</p> <ul style="list-style-type: none"> • tiered seating • semi circular orchestra • raised stage • side entrances/exits. 	<p>[2]</p> <p>AO1:2</p>
<p>(b)</p>	<p>Give four details of what it was like sitting and watching play in this theatre <u>and</u> say how comfortable you think the audience would have been.</p> <p>Answers should include four details of what it would have been like:</p> <ul style="list-style-type: none"> • Sweaty people • hard seats • open to weather • some far off from action • some seats too high. <p>Answers may give any reasonable points based on the Roman theatre.</p> <p>Answers should demonstrate understanding of key elements of comfort or discomfort (depending on which way they answer the question).</p>	<p>[6]</p> <p>AO1:4</p> <p>AO2:2</p>
<p>(c)</p>	<p>If you had been watching a Roman comedy, what would you have found funny?</p> <p>Answers should include details of comic elements in Roman comedy, such as:</p> <p>Plot:</p> <ul style="list-style-type: none"> • love motif –young son in love with unattainable girl • underdog winning • happy ending • status of characters ridiculed • antics of slave • trickery and deception. 	<p>[7]</p>

Option 2: Pompeii		
Section A		
Question Number	Answer	Max Mark
2(c) Cont'd	<p>The slave:</p> <ul style="list-style-type: none"> • falling about • getting into trouble • being rude • stand up jokes with the audience. <p>Included audiences:</p> <ul style="list-style-type: none"> • direct address by characters • particularly the slaves • audience encouraged to interact with the performers <p>Stereotyping of typical figures:</p> <ul style="list-style-type: none"> • use of masks allowed authoritative figures to be recognised and have fun poked at them. <p>Slapstick:</p> <ul style="list-style-type: none"> • bawdy humour • sexual gestures • phallus etc. <p>Answers should demonstrate understanding of the comic elements and their appeal.</p> <ul style="list-style-type: none"> • This will depend on the elements of humour identified. <p>Answers should evaluate which elements they would have found funny. Since candidates have been asked for their response, they can pick any comic element, but answers should be supported with reference to the details they have identified and explained.</p> <p>The marking grid should be used to mark question 2(d). The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p>AO1:2</p> <p>AO2:3</p> <p>AO3:2</p>
	<p>2(d)</p> <p>Do you think the people of ancient Pompeii would have found lots of ways to relax in the town?</p> <p>Answers should include factual details of available facilities and entertainments:</p> <ul style="list-style-type: none"> • baths • gladiator shows • inns • bars • libraries • brothels • swimming pool 	<p>[15]</p> <p>AO1:5</p>

Option 2: Pompeii		
Section A		
Question Number	Answer	Max Mark
2(d) Cont'd	<p>Answers should demonstrate understanding of the different aspects of the facilities and entertainments. Answers might include:</p> <p>Purposes of the baths in Roman times:</p> <ul style="list-style-type: none"> • socialising • relaxation • cleanliness • fitness • health • business • networking. <p>Answers may illustrate their explanation with reference to the simple facts of Roman bathing habits, namely, stages of bathing:</p> <ul style="list-style-type: none"> • apodyterium • tepidarium • caldarium • frigidarium • oiling • strigiling • towelling • exercise and games. • separate male and female facilities (Stabian baths) <p>If these are included they should be linked back to bathing as a way to relax.</p> <p>Gladiator shows:</p> <ul style="list-style-type: none"> • town pride (riot of 59AD) • blood lust • the noble arts <p>Inns/ <i>Thermopolia</i>:</p> <ul style="list-style-type: none"> • social/entertainment value <p>Entertainments must be explained in respect of the habits/ lifestyle of the Romans.</p> <p>Answers should evaluate whether the people of ancient Pompeii would have found lots of ways to relax in the town:</p> <p>Answers can come to any reasonable conclusions, however evaluation must be supported by the evidence and explanation given.</p>	<p>AO2:5</p> <p>AO3:5</p>

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
3	<p>The marking grid should be used to mark questions 3 and 4. The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Imagine that you are a citizen of Pompeii taking visitors to Pompeii around the Forum. What buildings would you want them to know about and why would you choose these buildings? Explain your choices.</p> <p>In your answer you might discuss for example:</p> <ul style="list-style-type: none"> • buildings associated with trade; • religious buildings; • the Basilica; • offices; • government buildings. <p>Answers should include factual details of the forum buildings:</p> <p>Commercial buildings:</p> <ul style="list-style-type: none"> • Macellum • Eumachia • Weights and Measures • Granaries. • plus graffiti testifies that traders' stalls were set up in the open area. <p>Political Buildings:</p> <ul style="list-style-type: none"> • offices • Aediles/Duovirs • Basilica • Comitium • plus election posters and graffiti • statues of leading Pompeians <p>Religious buildings:</p> <ul style="list-style-type: none"> • Temple of Jupiter • Temple of Apollo • Emperor (Lares). <p>Answers should demonstrate understanding of the different roles of the building. Answers will depend on the building selected:</p> <ul style="list-style-type: none"> • some of the activities that went on in the buildings • possibly why the buildings themselves were impressive. <p>Answers should include why certain buildings had greater significance.</p>	<p>[30]</p> <p>AO1:8</p> <p>AO2:8</p>

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
3 Cont'd	The question asks the candidate to select the buildings that they would want to show the visitor, so they are free to choose whichever buildings from the forum in Pompeii that they like, but the selection must be supported with evaluation of the significance of the building chosen and with reference to the details and explanation given.	AO3:14
4	<p>Of the houses you have studied in ancient Pompeii, which one would you have preferred to live in? Explain your opinions</p> <p>In your answer you might discuss for example:</p> <ul style="list-style-type: none"> • its size; • the different rooms; • the plan of the house; • gardens; • how it gets light and air; • the facilities that it has; • how it is decorated; • why you prefer it to the other houses you have studied. <p>Answers should include factual details of the selected house:</p> <p>Vettii:</p> <ul style="list-style-type: none"> • no Tablinum • double Atrium design • women's quarters • stables • rooms off the garden • irregular shape. • decoration (details given should be specific to the house): <ul style="list-style-type: none"> • Priapus • mythical couples • window-like side panels • deep red and black or bright yellow rooms. • the formal garden arrangement • herms/fountains etc. • cpid frieze showing them harvesting grapes, racing chariots, throwing stones, making perfume, bronze working, making jewellery. <p>Dancing Faun:</p> <ul style="list-style-type: none"> • occupies entire block (insula) • double atrium • two entrances • entrance at back • double peristyle • details of decoration: 	[30]

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
<p>4</p> <p>Cont'd</p>	<ul style="list-style-type: none"> • Alexander mosaic • cat and partridge • doves and jewel • woman on panther • located in summer rest rooms and dining rooms • statues. <p>Loreius Tiburtinus:</p> <ul style="list-style-type: none"> • it is a garden house. • on the Via Dell'Abbondanza (one of the most prosperous streets in Pompeii) • standard atrium • on the far side of the atrium is a peristyle • where the original tablinum was • several oeci off of the main atrium • one specific oecus that borders the viridarium (indoor garden) • summer triclinium • extensive gardens • decoration: <ul style="list-style-type: none"> • a frieze of scenes from the Iliad • and the legend of Hercules • art in the oeci of the main atrium • outdoor ornamentation • beyond the summer triclinium there was a specific arrangement of two decorative fountains • these fountains were the centrepiece for many frescoes and statuettes. • upper area with decorative frescoes (with only known artist's signature: "Lucius pinxit") • these frescoes portray the myths of Narcissus on one side of the fountain and Pyramus and Thisbe on the other. <p>Answers should demonstrate understanding of the different aspects of the houses appeal. These should be reasonable suggestions based on the details of the houses given:</p> <p>Vettii:</p> <ul style="list-style-type: none"> • business • entertaining • relaxation • womanising. 	

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
<p>4</p> <p>Cont'd</p>	<p>Dancing Faun:</p> <ul style="list-style-type: none"> entertaining - seasonal relaxation rooms visitors, guests - alternative set of rooms relaxation hygiene-own set of baths and rest rooms gardens. <p>Loreius Tiburtinus:</p> <ul style="list-style-type: none"> entertaining - oeci off of the main atrium used as receiving rooms dining - oecus that borders the viridarium (indoor garden) functioned as a triclinium and the summer triclinium where diners could recline during the warmer months. gardens <p>Answers should include evaluation of how far one could be superior to another in terms of a justifiable choice.</p> <p>Answers can use knowledge of the particular houses to support their evaluation, but must give some indication as to why they chose one particular house over the other(s).</p>	<p>AO2:8</p> <p>AO3:14</p>

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.		AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.		AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.	
Thorough	5	8	5	8	5	12-14
	Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Essays only - text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>		Demonstrates thorough understanding of evidence with clear and detailed explanation.		Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.	
Sound	4	6-7	4	6-7	4	9-11
	Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview. <i>Essays only - text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>		Demonstrates sound understanding of evidence with explanation.		Sound evaluation with analysis of evidence. Answers offer a personal response to the question.	
Some	3	4-5	3	4-5	3	6-8
	Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Essays only - text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>		Demonstrates some understanding of evidence with some explanation.		Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.	
Limited	2	2-3	2	2-3	2	3-5
	Demonstrates limited relevant knowledge and information. <i>Essays only - text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>		Demonstrates limited understanding of evidence.		Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.	
Minimal/ None	0-1	0-1	0-1	0-1	0-1	0-2
	Demonstrates minimal or no relevant knowledge. <i>Essays only - text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>		Demonstrates minimal or no understanding of evidence.		Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.	

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)	2	0	0	2
1(b)	4	2	0	6
1(c)	2	3	2	7
1(d)	5	5	5	15
2(a)	2	0	0	2
2(b)	4	2	0	6
2(c)	2	3	2	7
2(d)	5	5	5	14
3	8	8	14	30
4	8	8	14	30
Totals	21	18	21	60